

School Plan for Student Achievement (SPSA) Template

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Instructions.

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Tulare County Court	54105465430061	April 21, 2021	May 12, 2021

Purpose and Description

Briefly describe the purpose of this plan (Select from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Schoolwide Program
The purpose of the School Plan for Student Achievement (SPSA) plan is educate at-risk youth in a safe and nurturing environment as outlined in our LCAP goals. Our at-risk, highly transient population is either on probation, expelled from their local school districts or both and deserve access to the core curriculum.

Briefly describe the school’s plan for effectively meeting the ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

TCOE court school will effectively meet the ESSA requirements: All students will increase achievement levels in ELA, ELD, Math and all academic disciplines as measured by state and local assessments. All students and parents/guardians will be involved in the educational progress through a multi-discipline support team. Increase student achievement for Foster Youths. Educational outcomes will not be adversely affected due to school mobility. Expelled youth will be supported to successfully complete the conditions of their expulsion in order to return to their home districts to support the prevention of dropouts and increase graduation rate.

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Comprehensive Needs Assessment Components

Data Analysis

Please refer to the School and Student Performance Data section where an analysis is provided.

Surveys

This section provides a description of surveys (i.e., Student, Parent, Teacher) used during the school-year, and a summary of results from the survey(s).

According to the California Healthy Kids Survey students report:

45% of students feel a school connectedness.

61% of students agreed or strongly agreed that teachers at this school treated students fairly.

71% of students agree or strongly agree that they feel safe at school.

45% of students try hard at school because they are interested in their work.

100% of parents agreed or strongly agreed their student's teachers provided high quality instruction.

100% of parents agreed or strongly agreed their student receives the necessary help to be successful in school.

90% of parents felt their student was connected to his/her school.

The California School Staff Survey indicated

73% of staff promotes academic success for all students.

82% of staff report they work hard to ensure a safe facility and supportive learning environment.

79% of staff indicate our sites are a safe facility for students.

64% of staff indicate parents are welcome and parent involvement is a priority. We will continue to be consistent and proactive with school expectations and procedures that enforce and ensure student safety.

Classroom Observations

This section provides a description of types and frequency of classroom observations conducted during the school-year and a summary of findings.

Classrooms are visited by administration on a weekly basis. Students are engaged in a hybrid virtual classroom model. Teachers have a self-contained classroom and give direct instruction for the first half of each discipline; students complete assignments using google classroom.

Analysis of Current Instructional Program

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

Standards, Assessment, and Accountability

Use of state and local assessments to modify instruction and improve student achievement (ESEA)

TCOE Court School are utilizing CAASPP and NWEA assessment data to inform professional development and curriculum design and pacing to meet student gaps in math and ELA performance.

Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)

MATHIA results are used to monitor student progress in math. Writing assessments are used to monitor student progress in ELA.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

Tulare County Office of Education Court School teachers are highly qualified.

Sufficiency of credentialed teachers and teacher professional development (e.g., access to instructional materials training on SBE-adopted instructional materials) (EPC)

There are 5 all-day professional development days scattered throughout the school year. There are also weekly professional development sessions each Wednesday afternoon to support staff with distance learning. Staff has access to all appropriate instructional materials that align with the state standards.

Alignment of staff development to content standards, assessed student performance, and professional needs (ESEA)

Staff development is based on data from state and local assessments. Teachers expressed the need for technological support due to virtual learning.

Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)

Math, science, and ELD consultants support teachers throughout the year. The math consultant is meeting with teachers bimonthly to support teachers with student engagement strategies and specifically addressing distance learning. Teachers meet weekly to collaborate regarding distance learning.

Teacher collaboration by grade level (kindergarten through grade eight [K–8]) and department (grades nine through twelve) (EPC)

Teachers are meeting weekly to collaborate for distance learning.

Teaching and Learning

Alignment of curriculum, instruction, and materials to content and performance standards (ESEA)

Lesson plans are based on state standards that align with curriculum and instruction to meet performance standards

Adherence to recommended instructional minutes for reading/language arts and mathematics (K–8) (EPC)

School schedule is designed to adhere to the minutes for instructional time for reading/language arts and mathematics.

Lesson pacing schedule (K–8) and master schedule flexibility for sufficient numbers of intervention courses (EPC)

The master schedule has flexibility for interventions depending upon needs. Students are assessed upon enrollment to address intervention needs.

Availability of standards-based instructional materials appropriate to all student groups (ESEA)

All students have access to the core curriculum.

Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses (EPC)

All students have access to the core curriculum with specialist in place, as needed.

Opportunity and Equal Educational Access

Services provided by the regular program that enable underperforming students to meet standards (ESEA)

Credit recovery classes are offered to all students.

Evidence-based educational practices to raise student achievement

Current State Standards curriculum and Response to Intervention is implemented. Students received weekly evidence-based Social-Emotional curriculum.

Parental Engagement

Resources available from family, school, district, and community to assist under-achieving students (ESEA)

Attendance at SSC, ELAC/DELAC and LCAP meetings.

Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

All parents, teachers, students, other community representatives and school personnel are invited via email, posted flyers and phone contact to attend SSC, ELAC/DLAC and LCAP meetings.

Funding

Services provided by categorical funds that enable underperforming students to meet standards (ESEA)

Title 4 supports staff development for Student Transition Specialist and High School Counselor. Title 3 Court school is part of our County Consortium. Title 1 Part A is for technology support. Title 1 is used to support neglected and delinquent students.

Fiscal support (EPC)

Supplemental education programs are provided to support underperforming students. Edgenutiy, Read Naturally and Newsela are programs specially designed for this purpose.

Stakeholder Involvement

How, when, and with whom did the school consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

The School Site Council (SSC) meets 5 times a year to review the needs assessment and progress of student groups. During these meeting defined actions and services are reviewed. Participants included: students, teachers, counselors, parents, community members and administrative staff. SSC approved SPSA on Oct 22, 2020.

Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.

Tulare County Court school does not have any resource inequities.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	18-19	19-20	20-21	18-19	19-20	20-21
American Indian	1.12%	2%	%	1	1	
African American	5.62%	6%	7.7%	5	3	3
Asian	1.12%	0%	%	1	0	
Filipino	%	0%	%		0	
Hispanic/Latino	75.28%	86%	89.7%	67	43	35
Pacific Islander	%	0%	%		0	
White	14.61%	6%	2.6%	13	3	1
Multiple/No Response	2.25%	0%	%	2	0	
Total Enrollment				89	50	39

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	18-19	19-20	20-21
Grade 7		1	
Grade 8	2	4	2
Grade 9	5	3	2
Grade 10	15	9	9
Grade 11	29	11	14
Grade 12	38	22	12
Total Enrollment	89	50	39

Conclusions based on this data:

1. Due to a higher population of juniors and seniors who are credit deficient an on-line diploma program has been implemented as well as a credit recovery program.

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	18-19	19-20	20-21	18-19	19-20	20-21
English Learners	21	11	11	23.6%	22.0%	28.2%
Fluent English Proficient (FEP)	12	9	9	13.5%	18.0%	23.1%
Reclassified Fluent English Proficient (RFEP)	0	0	0	0.0%	0.0%	0.0%

Conclusions based on this data:

1. Due to the number of students enrolled the ELAC/DELAC meetings will continue. The ELAC/DELAC community members (parents of the English Learners) advise and assist schools in making important decisions related to services for English Learners.
2. Tulare County Court is part of the county consortium for Title 3

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6		*			*			*				
Grade 7	*	*		*	*		*	*		*	*	
Grade 8	*	*	*	*	*	*	*	*	*	*	*	
Grade 11	35	48	21	31	38	16	30	38	16	88.6	79.2	76.2
All Grades	41	57	23	35	45	17	34	45	17	85.4	78.9	73.9

* The “% of Enrolled Students Tested” showing in this table is not the same as “Participation Rate” for federal accountability

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6		*			*			*			*			*	
Grade 7	*	*		*	*		*	*		*	*		*	*	
Grade 8	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Grade 11	2457.	2459.	2413.	0.00	2.63	0.00	10.00	7.89	0.00	20.00	21.05	6.25	70.00	68.42	93.75
All Grades	N/A	N/A	N/A	0.00	2.22	0.00	11.76	6.67	0.00	17.65	17.78	5.88	70.59	73.33	94.12

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6		*			*			*	
Grade 7	*	*		*	*		*	*	
Grade 8	*	*	*	*	*	*	*	*	*
Grade 11	6.67	2.63	0.00	33.33	39.47	18.75	60.00	57.89	81.25
All Grades	5.88	2.22	0.00	32.35	33.33	17.65	61.76	64.44	82.35

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6		*			*			*	
Grade 7	*	*		*	*		*	*	
Grade 8	*	*	*	*	*	*	*	*	*
Grade 11	0.00	2.63	0.00	23.33	23.68	0.00	76.67	73.68	100.0
All Grades	0.00	2.22	0.00	23.53	20.00	0.00	76.47	77.78	100.0

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6		*			*			*	
Grade 7	*	*		*	*		*	*	
Grade 8	*	*	*	*	*	*	*	*	*
Grade 11	0.00	7.89	0.00	46.67	39.47	43.75	53.33	52.63	56.25
All Grades	0.00	6.67	0.00	50.00	37.78	41.18	50.00	55.56	58.82

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6		*			*			*	
Grade 7	*	*		*	*		*	*	
Grade 8	*	*	*	*	*	*	*	*	*
Grade 11	0.00	5.26	0.00	46.67	50.00	25.00	53.33	44.74	75.00
All Grades	2.94	4.44	0.00	44.12	46.67	23.53	52.94	48.89	76.47

Conclusions based on this data:

1. Throughout the school year, consultants will need to continue to support teachers.
Math consultant will give specific guidance to improve best practices for student engagement and performance.
Teachers meet as a collective body to discuss data and ways to improve grade level growth.
2. The English Learners will continue their involvement in the designated time for English Learners;
teachers will continue to monitor growth .

School and Student Performance Data

CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6		*			*			*				
Grade 7	*	*		*	*		*	*		*	*	
Grade 8	*	*	*	*	*	*	*	*	*	*	*	
Grade 11	35	49	21	29	38	16	29	38	16	82.9	77.6	76.2
All Grades	42	58	23	32	46	17	32	45	17	76.2	79.3	73.9

* The “% of Enrolled Students Tested” showing in this table is not the same as “Participation Rate” for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6		*			*			*			*			*	
Grade 7	*	*		*	*		*	*		*	*		*	*	
Grade 8	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Grade 11	2363.	2415.	2361.	0.00	0.00	0.00	0.00	0.00	0.00	0.00	7.89	0.00	100.0	92.11	100.0
All Grades	N/A	N/A	N/A	0.00	0.00	0.00	0.00	0.00	0.00	0.00	6.67	0.00	100.0	93.33	100.0

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6		*			*			*	
Grade 7	*	*		*	*		*	*	
Grade 8	*	*	*	*	*	*	*	*	*
Grade 11	0.00	0.00	0.00	0.00	2.63	0.00	100.0	97.37	100.0
All Grades	0.00	0.00	0.00	0.00	2.22	0.00	100.0	97.78	100.0

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6		*			*			*	
Grade 7	*	*		*	*		*	*	
Grade 8	*	*	*	*	*	*	*	*	*
Grade 11	0.00	0.00	0.00	3.45	13.16	12.50	96.55	86.84	87.50
All Grades	0.00	0.00	0.00	3.13	11.11	11.76	96.88	88.89	88.24

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6		*			*			*	
Grade 7	*	*		*	*		*	*	
Grade 8	*	*	*	*	*	*	*	*	*
Grade 11	0.00	0.00	0.00	24.14	36.84	6.25	75.86	63.16	93.75
All Grades	0.00	0.00	0.00	21.88	31.11	5.88	78.13	68.89	94.12

Conclusions based on this data:

1. Due to the low percentage of students who are meeting the standard a math consultant will be provided for all court math teachers. Teachers will be provided with professional development to align best math instructional practices to meet student academic goals. This will be accomplished through the 5 professional development days and 30 coaching days. Professional development will focus on student engagement strategies specifically tied to distance learning.

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students								
Grade Level	Overall		Oral Language		Written Language		Number of Students Tested	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
Grade K	N/A		N/A		N/A		N/A	
Grade 1	N/A		N/A		N/A		N/A	
Grade 2	N/A		N/A		N/A		N/A	
Grade 3	N/A		N/A		N/A		N/A	
Grade 4	N/A		N/A		N/A		N/A	
Grade 5	N/A		N/A		N/A		N/A	
Grade 6	N/A		N/A		N/A		N/A	
Grade 7	N/A		N/A		N/A		N/A	
Grade 8	*	*	*	*	*	*	*	*
Grade 9	*	*	*	*	*	*	*	*
Grade 10	*	*	*	*	*	*	*	*
Grade 11	*	*	*	*	*	*	*	6
Grade 12	*	*	*	*	*	*	*	*
All Grades	N/A		N/A		N/A		20	12

Overall Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	N/A		N/A		N/A		N/A		N/A	
1	N/A		N/A		N/A		N/A		N/A	
2	N/A		N/A		N/A		N/A		N/A	
3	N/A		N/A		N/A		N/A		N/A	
4	N/A		N/A		N/A		N/A		N/A	
5	N/A		N/A		N/A		N/A		N/A	
6	N/A		N/A		N/A		N/A		N/A	
7	N/A		N/A		N/A		N/A		N/A	
8	N/A	*	*	*	N/A	*	N/A	*	*	*
9	N/A	*	*	*	N/A	*	N/A	*	*	*
10	*	*	*	*	*	*	*	*	*	*
11	*	*	*	*	*	*	N/A	*	*	*
12	*	*	*	*	*	*	*	*	*	*
All Grades	*	8.33	*	41.67	*	50.00	*	0.00	20	12

Oral Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	N/A		N/A		N/A		N/A		N/A	
1	N/A		N/A		N/A		N/A		N/A	
2	N/A		N/A		N/A		N/A		N/A	
3	N/A		N/A		N/A		N/A		N/A	
4	N/A		N/A		N/A		N/A		N/A	
5	N/A		N/A		N/A		N/A		N/A	
6	N/A		N/A		N/A		N/A		N/A	
7	N/A		N/A		N/A		N/A		*	
8	*	*	N/A	*	N/A	*	N/A	*	*	*
9	*	*	N/A	*	N/A	*	N/A	*	*	*
10	*	*	*	*	N/A	*	*	*	*	*
11	*	*	*	*	N/A	*	N/A	*	*	*
12	*	*	*	*	*	*	*	*	*	*
All Grades	*	25.00	*	33.33	*	41.67	*	0.00	20	12

Written Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	N/A		N/A		N/A		N/A		N/A	
1	N/A		N/A		N/A		N/A		N/A	
2	N/A		N/A		N/A		N/A		N/A	
3	N/A		N/A		N/A		N/A		N/A	
4	N/A		N/A		N/A		N/A		N/A	
5	N/A		N/A		N/A		N/A		N/A	
6	N/A		N/A		N/A		N/A		N/A	
7	N/A		N/A		N/A		N/A		N/A	
8	N/A	*	N/A	*	*	*	N/A	*	*	*
9	N/A	*	*	*	N/A	*	*	*	*	*
10	N/A	*	*	*	N/A	*	*	*	*	*
11	*	*	N/A	*	*	*	*	*	*	*
12	*	*	*	*	*	*	*	*	*	*
All Grades	*	8.33	*	16.67	*	50.00	*	25.00	20	12

Listening Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	N/A		N/A		N/A		N/A	
1	N/A		N/A		N/A		N/A	
2	N/A		N/A		N/A		N/A	
3	N/A		N/A		N/A		N/A	
4	N/A		N/A		N/A		N/A	
5	N/A		N/A		N/A		N/A	
6	N/A		N/A		N/A		N/A	
7	N/A		N/A		N/A		N/A	
8	*	*	N/A	*	N/A	*	*	*
9	*	*	*	*	N/A	*	*	*
10	*	*	*	*	N/A	*	*	*
11	N/A	*	*	*	N/A	*	*	*
12	*	*	*	*	*	*	*	*
All Grades	*	8.33	60.00	58.33	*	33.33	20	12

Speaking Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	N/A		N/A		N/A		N/A	
1	N/A		N/A		N/A		N/A	
2	N/A		N/A		N/A		N/A	
3	N/A		N/A		N/A		N/A	
4	N/A		N/A		N/A		N/A	
5	N/A		N/A		N/A		N/A	
6	N/A		N/A		N/A		N/A	
7	N/A		N/A		N/A		N/A	
8	*	*	N/A	*	N/A	*	*	*
9	*	*	N/A	*	N/A	*	*	*
10	*	*	*	*	*	*	*	*
11	*	*	*	*	N/A	*	*	*
12	*	*	*	*	*	*	*	*
All Grades	70.00	58.33	*	41.67	*	0.00	20	12

Reading Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	N/A		N/A		N/A		N/A	
1	N/A		N/A		N/A		N/A	
2	N/A		N/A		N/A		N/A	
3	N/A		N/A		N/A		N/A	
4	N/A		N/A		N/A		N/A	
5	N/A		N/A		N/A		N/A	
6	N/A		N/A		N/A		N/A	
7	N/A		N/A		N/A		N/A	
8	N/A	*	N/A	*	*	*	*	*
9	N/A	*	*	*	*	*	*	*
10	*	*	*	*	*	*	*	*
11	N/A	*	*	*	*	*	*	*
12	*	*	*	*	*	*	*	*
All Grades	*	16.67	*	58.33	*	25.00	20	12

Writing Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	N/A		N/A		N/A		N/A	
1	N/A		N/A		N/A		N/A	
2	N/A		N/A		N/A		N/A	
3	N/A		N/A		N/A		N/A	
4	N/A		N/A		N/A		N/A	
5	N/A		N/A		N/A		N/A	
6	N/A		N/A		N/A		N/A	
7	N/A		N/A		N/A		N/A	
8	N/A	*	*	*	N/A	*	*	*
9	*	*	*	*	N/A	*	*	*
10	N/A	*	*	*	*	*	*	*
11	*	*	*	*	N/A	*	*	*
12	*	*	*	*	*	*	*	*
All Grades	*	0.00	75.00	91.67	*	8.33	20	12

Conclusions based on this data:

1. The English Language Development (ELD) curriculum was purchased and implemented. Each English learner participate in designated instruction daily. Language progress is monitored by local assessment (NWEA).
2. The 3D (ELD curriculum) will continue to be the text for English learners; however, the Read Live program will be added as their elective to enhance reading comprehension skills.

School and Student Performance Data

Student Population

Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at [COVID-19 and Data Reporting](#).

This section provides information about the school's student population.

2019-20 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
50	100.0	22.0	2.0
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	This is the percent of students whose well-being is the responsibility of a court.

2019-20 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	11	22.0
Foster Youth	1	2.0
Socioeconomically Disadvantaged	50	100.0
Students with Disabilities	8	16.0

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	3	6.0
American Indian	1	2.0
Hispanic	43	86.0
White	3	6.0







Conclusions based on this data:

1. All students enrolled in TCOE Court School are Socio-economically disadvantaged students.
2. Hispanics comprise the largest demographic make-up of the TCOE Court School.

School and Student Performance Data

Overall Performance

2019 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts  No Performance Color	Graduation Rate  No Performance Color	Suspension Rate  Yellow
Mathematics  No Performance Color	Chronic Absenteeism  No Performance Color	
College/Career  No Performance Color		

Conclusions based on this data:

1. TCOE Court School has a good performance indicator for suspensions with a Green Indicator color.
2. Inadequate data to provide valid conclusions on the remaining performance indicators.

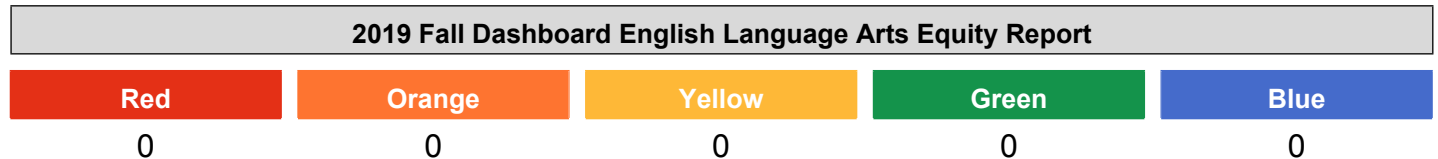
School and Student Performance Data

Academic Performance English Language Arts







The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>3</p>	English Learners  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>1</p>	Foster Youth  <p>No Performance Color</p> <p>0 Students</p>
Homeless  <p>No Performance Color</p> <p>0 Students</p>	Socioeconomically Disadvantaged  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>3</p>	Students with Disabilities  <p>No Performance Color</p> <p>0 Students</p>

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American  No Performance Color 0 Students	American Indian  No Performance Color 0 Students	Asian  No Performance Color 0 Students	Filipino  No Performance Color 0 Students
Hispanic  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	Two or More Races  No Performance Color 0 Students	Pacific Islander  No Performance Color 0 Students	White  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner Less than 11 Students - Data Not Displayed for Privacy 1	Reclassified English Learners 0 Students	English Only Less than 11 Students - Data Not Displayed for Privacy 2
---	--	--

Conclusions based on this data:

1. TCOE Court School students are below standard in ELA..
2. TCOE Court Schools need to continue to develop and implement a plan to address ELA needs.

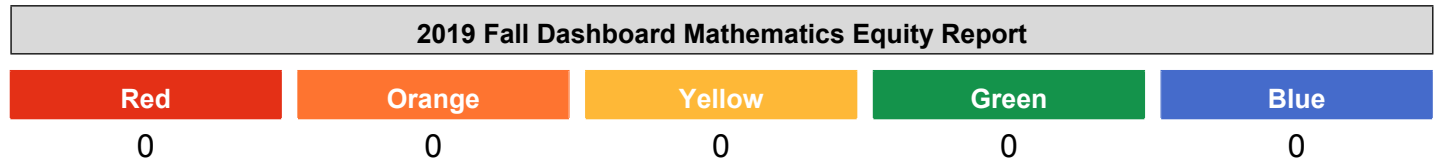
School and Student Performance Data

Academic Performance Mathematics




The performance levels are color-coded and range from lowest-to-highest performance in the following order:





This section provides number of student groups in each color.



This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students <div style="text-align: center;">  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3 </div>	English Learners <div style="text-align: center;">  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 </div>	Foster Youth
Homeless	Socioeconomically Disadvantaged <div style="text-align: center;">  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3 </div>	Students with Disabilities

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
Hispanic	Two or More Races	Pacific Islander	White
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2			 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
Less than 11 Students - Data Not Displayed for Privacy 1		Less than 11 Students - Data Not Displayed for Privacy 2

Conclusions based on this data:

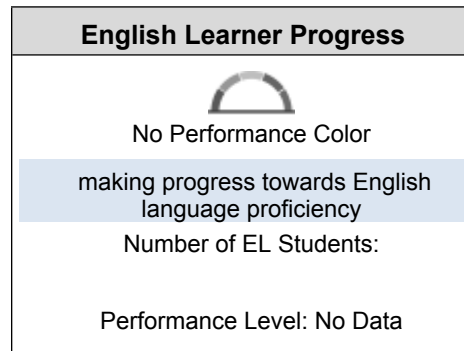
1. TCOE Court School students are below standard in mathematics.
2. TCOE Court School need to continue to develop and implement plan to address student needs in mathematics.

School and Student Performance Data

Academic Performance English Learner Progress

This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

2019 Fall Dashboard English Learner Progress Indicator



This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2019 Fall Dashboard Student English Language Acquisition Results

Decreased
One ELPI Level

Maintained ELPI Level 1,
2L, 2H, 3L, or 3H

Maintained
ELPI Level 4

Progressed At Least
One ELPI Level

Conclusions based on this data:

1. Inefficient data to make a conclusion

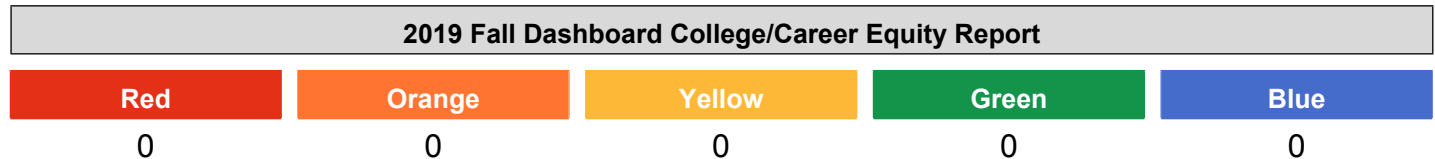
School and Student Performance Data

Academic Performance College/Career







The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

2019 Fall Dashboard College/Career for All Students/Student Group		
All Students  <p>No Performance Color</p> <p>0</p> <p>Maintained 0</p> <p>24</p>	English Learners  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>0 Students</p>	Foster Youth  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>0 Students</p>
Homeless  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>0 Students</p>	Socioeconomically Disadvantaged  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>0 Students</p>	Students with Disabilities  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>0 Students</p>

2019 Fall Dashboard College/Career by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 Students
Hispanic	Two or More Races	Pacific Islander	White
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 Students

This section provides a view of the percent of students per year that qualify as Not Prepared, Approaching Prepared, and Prepared.

2019 Fall Dashboard College/Career 3-Year Performance

Class of 2017	Class of 2018	Class of 2019
0 Prepared	0 Prepared	0 Prepared
3.4 Approaching Prepared	6.9 Approaching Prepared	0 Approaching Prepared
96.6 Not Prepared	93.1 Not Prepared	100 Not Prepared

Conclusions based on this data:

1. TCOE Court School currently is working towards preparing students for college and career through certificate programs and CTE building trades class.

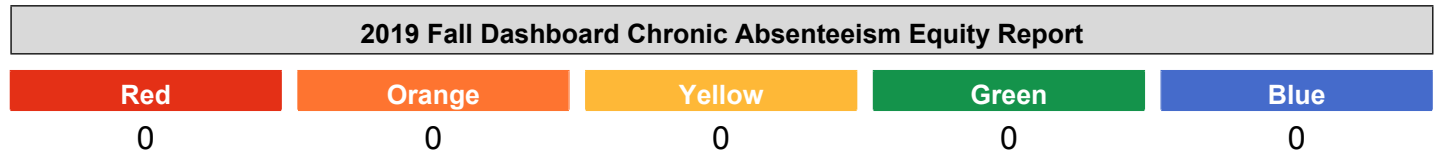
School and Student Performance Data

Academic Engagement Chronic Absenteeism







The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
All Students  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 7	English Learners  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	Foster Youth  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0
Homeless  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0	Socioeconomically Disadvantaged  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 7	Students with Disabilities  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0	American Indian  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0	Asian  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0	Filipino  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0
Hispanic  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 7	Two or More Races  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0	Pacific Islander  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0	White  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0

Conclusions based on this data:

1. Inadequate data to make a valid conclusion regarding the student performance indicator chronic absenteeism.

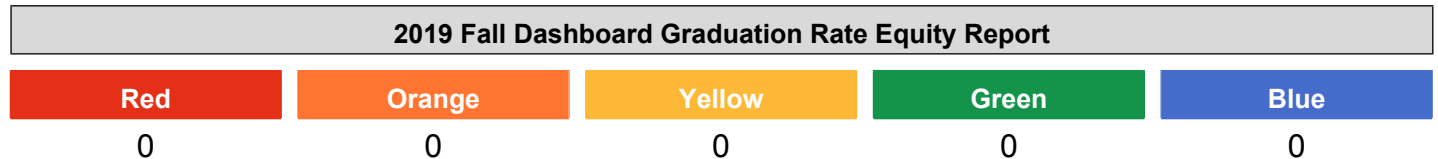
School and Student Performance Data

Academic Engagement Graduation Rate







The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides information about students completing high school, which includes students who receive a standard high school diploma or complete their graduation requirements at an alternative school.

2019 Fall Dashboard Graduation Rate for All Students/Student Group		
All Students  No Performance Color <div style="background-color: #d9e1f2; text-align: center;">8.3</div> Declined -12.3 24	English Learners  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4	Foster Youth  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1
Homeless  No Performance Color 0 Students	Socioeconomically Disadvantaged  No Performance Color <div style="background-color: #d9e1f2; text-align: center;">8.3</div> Declined -12.3 24	Students with Disabilities  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3

2019 Fall Dashboard Graduation Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	 No Performance Color 0 Students	 No Performance Color 0 Students	 No Performance Color 0 Students
Hispanic	Two or More Races	Pacific Islander	White
 No Performance Color 6.7 Declined -20.3 15	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 No Performance Color 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6

This section provides a view of the percentage of students who received a high school diploma within four years of entering ninth grade or complete their graduation requirements at an alternative school.

2019 Fall Dashboard Graduation Rate by Year

2018	2019
20.6	8.3

Conclusions based on this data:

1. Inadequate data from the Dashboard to form a conclusion.

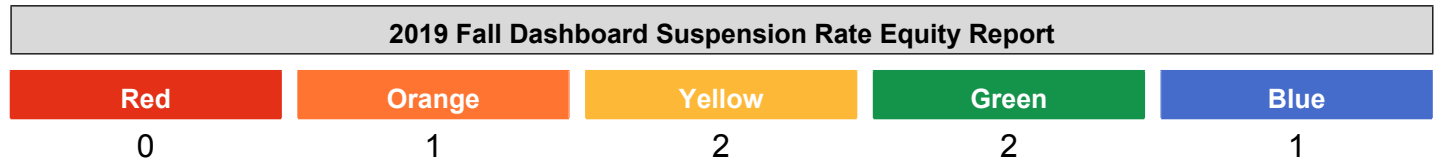
School and Student Performance Data

Conditions & Climate Suspension Rate






The performance levels are color-coded and range from lowest-to-highest performance in the following order:










This section provides number of student groups in each color.



This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

2019 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students  Yellow 1.8 Maintained +0.1 511	English Learners  Green 0.9 Maintained 0 113	Foster Youth  Blue 0 Declined -2.1 39
Homeless	Socioeconomically Disadvantaged  Yellow 1.8 Maintained +0.1 511	Students with Disabilities  Orange 9.7 Increased +0.3 31

2019 Fall Dashboard Suspension Rate by Race/Ethnicity

African American  No Performance Color 4.3 Increased +4.3 23	American Indian  No Performance Color Less than 11 Students - Data 9	Asian  No Performance Color Less than 11 Students - Data 5	Filipino  No Performance Color Less than 11 Students - Data 1
Hispanic  Yellow 1.7 Maintained +0.1 402	Two or More Races  No Performance Color Less than 11 Students - Data 8	Pacific Islander	White  Green 1.6 Declined -1.5 63

This section provides a view of the percentage of students who were suspended.

2019 Fall Dashboard Suspension Rate by Year

2017	2018	2019
	1.7	1.8

Conclusions based on this data:

1. TCOE Court School experienced a decline in suspensions.
2. TCOE Court School needs to explore why an increase in suspensions in both the white and socio-economica disadvantaged student groups.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

Academic Achievement

LEA/LCAP Goal

All students will increase achievement levels in ELA, ELD, Math and all academic disciplines as measured by state and local assessments

State Priorities:

Priority 2: State Standards (Conditions of Learning)

Priority 4: Pupil Achievement (Pupil Outcomes)

Priority 7: Course Access (Conditions of Learning)

Goal 1

All students will increase achievement levels in ELA, ELD, Math and all academic disciplines as measured by state and local assessments. All students will have access to the common core state curriculum.

Identified Need

4% of students were proficient in local ELA writing assessments. 90% of students tested below grade level upon entry in Reading and 95% in Math. Through SBAC testing, 3% of students met the state standard in ELA and 1% in Math. Due to on-line state testing, computers will need to be updated and upgraded continuously. ELD-The California English Language Development Test (CELDT) is no longer used to assess the growth of English Learners. The new test for 2017-2018 is the English Language Proficiency Assessment for California (ELPAC) and was administered. A local assessment was used to obtain student growth in language: Northwestern Evaluation Association (NWEA) language assessment showed 23% increased by 1 grade level or more. TCOE foster youth need continued support and coordinated services in order to increase achievement and attain educational outcomes including transition to their home district.

Metric: Local credit recovery data

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
ELA Proficiency-State Assessment	0% of students met the standard	5% proficient
Math Proficiency-State Assessment	0% of students met the standard	3% proficient
English Learners- ELPAC (new state test 2017-2018) baseline	29% of ELs showed 1 year's growth	35% to show 1 year's growth
Foster Youth acquiring credits toward graduation	100% 2016-17	Maintain 100%

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

50% Education Technology Specialist to support teachers in professional learning with implementation of instructional technology and support student use and access to supplemental educational software programs. This action also include staff mileage costs for site to site travel, training and coordination.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

61,791

Source(s)

Title I Part A: Allocation
2000-2999: Classified Personnel Salaries
Classified Salaries

46,251

Title I Part A: Allocation
5000-5999: Services And Other Operating
Expenditures
Classified Benefits

2,000

Title I Part A: Allocation
5000-5999: Services And Other Operating
Expenditures
50% Mileage Costs

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Professional development to support classroom instruction and student achievement.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

105,629

Source(s)

Title I Part A: Allocation

5800: Professional/Consulting Services And
Operating Expenditures
Professional Development Contracted Services

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

English Learners

Strategy/Activity

Professional development to support student language acquisition.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

3,786

Source(s)

Title III Part A: Language Instruction for LEP
Students
5800: Professional/Consulting Services And
Operating Expenditures
Professional Development Contracted Services

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

70% Attendance monitoring student support staff Transition Support Specialist (70% of \$304,921 Salaries/Benefits and 1,000 mileage)

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

213,444.7

Source(s)

Title I Part D
2000-2999: Classified Personnel Salaries
Student support staff salaries & benefits

700

Title I Part D
5000-5999: Services And Other Operating
Expenditures
Mileage for student support staff

Strategy/Activity 5

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

70% Professional development to support student achievement, and transitions to home school (70% of \$244,119)

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

170,883.30

Source(s)

Title I Part D
5800: Professional/Consulting Services And
Operating Expenditures
Professional development contracted services

Strategy/Activity 6**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Professional development for leadership to support the development of feedback mechanisms to improve school working conditions, including through periodically reporting results of educator support and working conditions feedback. Pat Greco contract organization excellence implementation of core values, feedback cycles, rounding, and stakeholder surveys. (LEA)

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

141,352

Source(s)

Title II Part A: Improving Teacher Quality
5800: Professional/Consulting Services And
Operating Expenditures
Professional Development Contract

1,425

Title II Part A: Improving Teacher Quality
1000-1999: Certificated Personnel Salaries
Salary New teacher mentor

93

Title II Part A: Improving Teacher Quality
2000-2999: Classified Personnel Salaries
Benefits New teacher mentor

120

Title II Part A: Improving Teacher Quality

Annual Review

SPSA Year Reviewed: 2020-21

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

For all students to increase achievement levels in ELA, ELD, and math a highly qualified staff was maintained. With the assistance of math and English consultants teachers designed daily lessons plans aligned to the Common Core Standards.

The Northwestern Evaluation Association (NWEA) assessment was given to all students every quarter to measure growth. Many students lack the basic math skills which the math consultant continued to support teachers how to address the rigor and relevance. =The Mathia computer program helped to address low level math skills.

The English Language Development (ELD) curriculum was purchased and implemented. Each English learner was given a 30 minute ELD lesson. The California English Language Development Test (CELDT) was replaced with the English Language Proficiency Assessment for California (ELPAC) in 2017-2018. Hence there is no comparison for growth, only a new baseline established. However the NWEA, a local assessment scores showed 23% grew 1 year or more and 38.5% maintained the same level while 38.5% dropped a level. The 3D (ELD curriculum) will continue to be the text for English learners; however, the Read Live program will be added as their elective to enhance reading comprehension skills.

Teachers report the English and math consultants assisted in lesson plan to teach common core standards.

Computers were purchased to replace the decade old computer teacher stations. The outdated computers weren't able to utilize programs installed. Student chrome boxes were installed to allow more students access to computers.

The overall actions/services performed under this goal were effective. Not all goal increases were met but there were increases of students proficient in both math and English on state testing. The English consultant had 4 professional development days plus 45 days through the year to collaborate with English teachers. The English lessons were coordinated between all court/community teachers. Since the students return to community schools after being released from the court school it proved to be beneficial for the students have the same curriculum regardless of the site. It was critical to have the math consultant inservice teachers as to the rigor and relevance of the new curriculum. The math consultant used the professional development days and 25 contracted days to be with teachers one-on-one to develop teaching strategies. Professional Development days were conducted by the English and math consultants to instruct all teachers on strategies for best teaching practices. Throughout the school year, consultants visited the English and math

classrooms to give specific guidance to improve teaching methods. Teachers met several times as a collective group to discuss data and ways to improve grade level growth and for struggling students.

The goal to increase student achievement for Foster Youth was address through two services/actions. All foster youth had an Individual Learning Plan (ILP) completed with the Student Transition Specialist. The ILP included current credit accrual, AB 167 (foster youth graduation requirements), reading and math state results, etc. The current law, AB 167, can impact the foster youth's school schedule for high school graduation requirements.

A multi-disciplinary team convened to discuss the student's ILP progress. The team includes teachers, parents, student, other school staff, Foster youth Services Executive Advisory Council, child welfare agency and probation department (if warranted). Coordinated services provided a forum to share ILP information to benefit the foster youth.

The actions/services performed under this goal were effective.

Successes- The high school counselor is an integral part of the students daily success. 13 students enrolled in job training courses. 126 students earned high school credits and 4 students obtained employment during the 2019-20 school year. 100% foster youth earned credit toward graduation. Also, they completed a FAFSA application for college readiness. The foster youth liaison will continue to communicate with the school staff, especially about AB167 high school graduation requirements.

Challenges: CELDT and ELPAC scores can't be compared for growth or reclassification. ELA and math scores on MAP have decreased- ELA decreased from 56%(2016-2017) to 47.5% (2017-2018) one year's growth. Math decreased from 53% (2016-2017) to 32% (2017-2018). Enrolling foster youth at natural breaks during the school year (i.e. beginning or end of school quarter, spring break, etc.)

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Due to lower enrollment an extra Student Transition Specialist was not hired.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Technology consultant was added to support teachers in distance learning. Goal 1 Strategy 3.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

Student and Parent engagement.

LEA/LCAP Goal

All students and parents/guardians will be involved in the educational progress through a multi-discipline support team.

State Priorities: Priority 3: Parental Involvement (Engagement)

Priority 5: Pupil Engagement (Engagement)

Priority 6: School Climate (Engagement)

Goal 2

All students and parents/guardians will be involved in the educational progress through a multi-discipline support team.

Identified Need

Improve student attendance rate from 81% to 83%.

Improve parent/guardian involvement in school functions from 26%.

Metric: Local attendance data, local credit recovery data, local parent participation data, NWEA MAP (Measure of Academic Progress) scores. Students acquiring credits increased by 3.5%.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Participation at parent/teacher conferences by using rosters/sign-in sheets	72% 2016-17	81%
Attendance Rate	83%	85%
Suspension Rate	11.7%	8.7%
Chronic Absenteeism	80.6%	decrease by 2%

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 7

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Parent Involvement materials and supplies and contract to support parent education. (Parent Involvement)

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

3,570

Source(s)

Title I Part A: Allocation
4000-4999: Books And Supplies
Parent Involvement Supplies

Strategy/Activity 8

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Indirect costs to support federal program human resources, facilities, utilities, payroll and accounting. Rate 6.76%

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

14,821

Source(s)

Title I Part A: Allocation
5700-5799: Transfers Of Direct Costs
Inter-program transfer for indirect costs 6.76%

256

Title III Part A: Language Instruction for LEP Students
5700-5799: Transfers Of Direct Costs
Inter-program transfer for indirect costs 6.76%

527

Title IV Part A: Student Support and Academic Enrichment
5700-5799: Transfers Of Direct Costs
Inter-program transfer for indirect costs 6.76%

9,665

Title II Part A: Improving Teacher Quality
5700-5799: Transfers Of Direct Costs
Inter-program transfer for indirect costs 6.76%

26,027

Title I Part D
5700-5799: Transfers Of Direct Costs
70% Inter-program transfer for indirect costs
6.76% (70% of \$37,182)

Strategy/Activity 9

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Professional development opportunity for staff to attend Tulare County Child Abuse Child Safety Training. School conditions for student learning in order to create a healthy and safe school environment

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

7,796

Source(s)

Title IV Part A: Student Support and Academic Enrichment
5000-5999: Services And Other Operating Expenditures
Professional development to support safe and healthy students

Annual Review

SPSA Year Reviewed: 2020-21

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

To achieve the goal of involving all students and parents/guardians in the education progress through a multi-discipline support team three actions/services were planned. Parents were given California Healthy Kids surveys. The data collected was shared with those attending the LCAP meetings. Parent/teacher conferences were held to share student's ILP growth/progress. This had a direct impact on the increased student attendance rate and decreased the suspension rate because of parent support. Instructional Access program involved all qualifying seniors to earn a diploma and second semester juniors to complete a Retail Service career certificate. The Instructional Access Program enabled seniors who are credit deficient work on an on-line diploma program. This program is accredited which allows students federal monies for college and to enlist in the military services. The impact on students completing the career certificate through the Instructional Access program has afforded students to gain employment.

Successes: 14 students graduated (25% of the seniors eligible) with 11 more students who are on track to complete the program and earn a diploma by summer's end.

Suspension rate decreased from 11.7% down to 4.3%. Chronic absenteeism declined by 2%. Professional development will continue to focus on teaching best practices to keep students engaged.

Challenges: Motivating students to be engaged in school work.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Action #3. The difference between the budget \$150,000 for the Instructional Access program and the actual expenditure of \$115,972 was due to fewer students in the program. The savings was \$34,028

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

No changes.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

LEA/LCAP Goal

Goal 3

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
------------------	-------------------------	------------------

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

LEA/LCAP Goal

Goal 4

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
------------------	-------------------------	------------------

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

LEA/LCAP Goal

Goal 5

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
------------------	-------------------------	------------------

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$810,137.00
Total Federal Funds Provided to the School from the LEA for CSI	\$0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$810,137.00

Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program. Adjust the table as needed. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

Federal Programs	Allocation (\$)
Title I Part A: Allocation	\$234,062.00
Title I Part D	\$411,055.00
Title II Part A: Improving Teacher Quality	\$152,655.00
Title III Part A: Language Instruction for LEP Students	\$4,042.00
Title IV Part A: Student Support and Academic Enrichment	\$8,323.00

Subtotal of additional federal funds included for this school: \$810,137.00

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Allocation (\$)
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Subtotal of state or local funds included for this school: \$

Total of federal, state, and/or local funds for this school: \$810,137.00

Budgeted Funds and Expenditures in this Plan

The tables below are provided to help the school track expenditures as they relate to funds budgeted to the school.

Funds Budgeted to the School by Funding Source

Funding Source

Amount

Balance

Expenditures by Funding Source

Funding Source

Amount

Title I Part A: Allocation	234,062.00
Title I Part D	411,055.00
Title II Part A: Improving Teacher Quality	152,655.00
Title III Part A: Language Instruction for LEP Students	4,042.00
Title IV Part A: Student Support and Academic Enrichment	8,323.00

Expenditures by Budget Reference

Budget Reference

Amount

1000-1999: Certificated Personnel Salaries	1,425.00
2000-2999: Classified Personnel Salaries	275,328.70
4000-4999: Books And Supplies	3,570.00
5000-5999: Services And Other Operating Expenditures	56,747.00
5700-5799: Transfers Of Direct Costs	51,416.00
5800: Professional/Consulting Services And Operating Expenditures	421,650.30

Expenditures by Budget Reference and Funding Source

Budget Reference

Funding Source

Amount

2000-2999: Classified Personnel Salaries	Title I Part A: Allocation	61,791.00
4000-4999: Books And Supplies	Title I Part A: Allocation	3,570.00
5000-5999: Services And Other Operating Expenditures	Title I Part A: Allocation	48,251.00

5700-5799: Transfers Of Direct Costs	Title I Part A: Allocation	14,821.00
5800: Professional/Consulting Services And Operating Expenditures	Title I Part A: Allocation	105,629.00
2000-2999: Classified Personnel Salaries	Title I Part D	213,444.70
5000-5999: Services And Other Operating Expenditures	Title I Part D	700.00
5700-5799: Transfers Of Direct Costs	Title I Part D	26,027.00
5800: Professional/Consulting Services And Operating Expenditures	Title I Part D	170,883.30
1000-1999: Certificated Personnel Salaries	Title II Part A: Improving Teacher Quality	1,425.00
2000-2999: Classified Personnel Salaries	Title II Part A: Improving Teacher Quality	93.00
5700-5799: Transfers Of Direct Costs	Title II Part A: Improving Teacher Quality	9,785.00
5800: Professional/Consulting Services And Operating Expenditures	Title II Part A: Improving Teacher Quality	141,352.00
5700-5799: Transfers Of Direct Costs	Title III Part A: Language Instruction for LEP Students	256.00
5800: Professional/Consulting Services And Operating Expenditures	Title III Part A: Language Instruction for LEP Students	3,786.00
5000-5999: Services And Other Operating Expenditures	Title IV Part A: Student Support and Academic Enrichment	7,796.00
5700-5799: Transfers Of Direct Costs	Title IV Part A: Student Support and Academic Enrichment	527.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	747,475.00
Goal 2	62,662.00

School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

- 1 School Principal
- 2 Classroom Teachers
- 1 Other School Staff
- 2 Parent or Community Members
- 2 Secondary Students

Name of Members	Role
Karon Valdivieso	Principal
Angelica Aguilera- chairperson	Other School Staff
Erika Lopez	Classroom Teacher
F.C.	Secondary Student
E.M.	Secondary Student
Andriana Marroquin	Parent or Community Member
Marco Corona	Parent or Community Member
Rohn Wittwer	Classroom Teacher

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

Recommendations and Assurances

The School Site Council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

Signature	Committee or Advisory Group Name
The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.	

This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on .

Attested:

Principal, Karon Valdivieso on
SSC Chairperson, Angelica Aguilera on

Instructions

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan process.

The SPSA consolidates all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), and for federal school improvement programs, including schoolwide programs, Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), and Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements. It also notes how to meet CSI, TSI, or ATSI requirements, as applicable.

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the LEA that are being realized under the state's Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 65001, the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

For questions related to specific sections of the template, please see instructions below:

Instructions: Linked Table of Contents

The SPSA template meets the requirements of schoolwide planning (SWP). Each section also contains a notation of how to meet CSI, TSI, or ATSI requirements.

[Stakeholder Involvement](#)

[Goals, Strategies, & Proposed Expenditures](#)

[Planned Strategies/Activities](#)

[Annual Review and Update](#)

[Budget Summary](#)

[Appendix A: Plan Requirements for Title I Schoolwide Programs](#)

[Appendix B: Plan Requirements for Schools to Meet Federal School Improvement Planning Requirements](#)

[Appendix C: Select State and Federal Programs](#)

For additional questions or technical assistance related to LEA and school planning, please contact the Local Agency Systems Support Office, at LCFF@cde.ca.gov.

For programmatic or policy questions regarding Title I schoolwide planning, please contact the local educational agency, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

For questions or technical assistance related to meeting federal school improvement planning requirements (for CSI, TSI, and ATSI), please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Purpose and Description

Schools identified for Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), or Additional Targeted Support and Improvement (ATSI) must respond to the following prompts. A school that has not been identified for CSI, TSI, or ATSI may delete the Purpose and Description prompts.

Purpose

Briefly describe the purpose of this plan by selecting from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Description

Briefly describe the school's plan for effectively meeting ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

Stakeholder Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. Schools must share the SPSA with school site-level advisory groups, as applicable (e.g., English Learner Advisory committee, student advisory groups, tribes and tribal organizations present in the community, as appropriate, etc.) and seek input from these advisory groups in the development of the SPSA.

The Stakeholder Engagement process is an ongoing, annual process. Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the SPSA and the annual review and update.

[This section meets the requirements for TSI and ATSI.]

[When completing this section for CSI, the LEA shall partner with the school in the development and implementation of this plan.]

Resource Inequities

Schools eligible for CSI or ATSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required needs assessment. Identified resource inequities must be addressed through implementation of the CSI or ATSI plan. Briefly identify and describe any resource inequities identified as a result of the required needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

[This section meets the requirements for CSI and ATSI. If the school is not identified for CSI or ATSI this section is not applicable and may be deleted.]

Goals, Strategies, Expenditures, & Annual Review

In this section a school provides a description of the annual goals to be achieved by the school. This section also includes descriptions of the specific planned strategies/activities a school will take to meet the identified goals, and a description of the expenditures required to implement the specific strategies and activities.

Goal

State the goal. A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve?

It can be helpful to use a framework for writing goals such as the S.M.A.R.T. approach. A S.M.A.R.T. goal is one that is **S**pecific, **M**asurable, **A**chievable, **R**ealistic, and **T**ime-bound. A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

A school may number the goals using the “Goal #” for ease of reference.

[When completing this section for CSI, TSI, and ATSI, improvement goals shall align to the goals, actions, and services in the LEA LCAP.]

Identified Need

Describe the basis for establishing the goal. The goal should be based upon an analysis of verifiable state data, including local and state indicator data from the California School Dashboard (Dashboard) and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.

[Completing this section fully addresses all relevant federal planning requirements]

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to make in the coming year.

[When completing this section for CSI the school must include school-level metrics related to the metrics that led to the school’s identification.]

[When completing this section for TSI/ATSI the school must include metrics related to the specific student group(s) that led to the school’s identification.]

Strategies/Activities

Describe the strategies and activities being provided to meet the described goal. A school may number the strategy/activity using the “Strategy/Activity #” for ease of reference.

Planned strategies/activities address the findings of the needs assessment consistent with state priorities and resource inequities, which may have been identified through a review of the local educational agency's budgeting, its local control and accountability plan, and school-level budgeting, if applicable.

[When completing this section for CSI, TSI, and ATSI, this plan shall include evidence-based interventions and align to the goals, actions, and services in the LEA LCAP.]

[When completing this section for CSI and ATSI, this plan shall address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.]

Students to be Served by this Strategy/Activity

Indicate in this box which students will benefit from the strategies/activities by indicating "All Students" or listing one or more specific student group(s) to be served.

[This section meets the requirements for CSI.]

[When completing this section for TSI and ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the TSI or ATSI designation. For TSI, a school may focus on all students or the student group(s) that led to identification based on the evidence-based interventions selected.]

Proposed Expenditures for this Strategy/Activity

For each strategy/activity, list the amount(s) and funding source(s) for the proposed expenditures for the school year to implement these strategies/activities. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA. Pursuant to Education Code, Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.

[This section meets the requirements for CSI, TSI, and ATSI.]

[NOTE: Federal funds for CSI shall not be used in schools identified for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

Annual Review

In the following Analysis prompts, identify any material differences between what was planned and what actually occurred as well as significant changes in strategies/activities and/ or expenditures from the prior year. This annual review and analysis should be the basis for decision-making and updates to the plan.

Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed. Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal the Annual Review section is not required and this section may be deleted.

- Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.
- Briefly describe any major differences between either/or the intended implementation or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.
- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

[When completing this section for CSI, TSI, or ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the CSI, TSI, or ATSI planning requirements. CSI, TSI, and ATSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for CSI, TSI, and ATSI planning requirements.]

Budget Summary

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp and that receive federal funds for CSI. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

From its total allocation for CSI, the LEA may distribute funds across its schools that meet the criteria for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.

Budget Summary

A school receiving funds allocated through the ConApp should complete the Budget Summary as follows:

- **Total Funds Provided to the School Through the Consolidated Application:** This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.
- **Total Funds Budgeted for Strategies to Meet the Goals in the SPSA:** This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

A school receiving federal funds for CSI should complete the Budget Summary as follows:

- Total Federal Funds Provided to the School from the LEA for CSI: This amount is the total amount of funding provided to the school from the LEA.

[NOTE: Federal funds for CSI shall not be used in schools eligible for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

Appendix A: Plan Requirements

Schoolwide Program Requirements

This School Plan for Student Achievement (SPSA) template meets the requirements of a schoolwide program plan. The requirements below are for planning reference.

A school that operates a schoolwide program and receives funds allocated through the ConApp is required to develop a SPSA. The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the SSC. The content of a SPSA must be aligned with school goals for improving student achievement.

Requirements for Development of the Plan

- I. The development of the SPSA shall include both of the following actions:
 - A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.
 1. The comprehensive needs assessment of the entire school shall:
 - a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need); and
 - b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to—
 - i. Help the school understand the subjects and skills for which teaching and learning need to be improved; and
 - ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards; and
 - iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.
 - iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.
 - v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.
 - B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

Requirements for the Plan

- II. The SPSA shall include the following:
 - A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.

- B. Evidence-based strategies, actions, or services (described in Strategies and Activities)
1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will--
 - a. provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards
 - b. use methods and instructional strategies that:
 - i. strengthen the academic program in the school,
 - ii. increase the amount and quality of learning time, and
 - iii. provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.
 - c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:
 - i. strategies to improve students' skills outside the academic subject areas;
 - ii. preparation for and awareness of opportunities for postsecondary education and the workforce;
 - iii. implementation of a schoolwide tiered model to prevent and address problem behavior;
 - iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
 - v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.
- C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the local educational agency (may include funds allocated via the ConApp, federal funds for CSI, any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.
- D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;
 2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and
 3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

- E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Stakeholder Involvement and/or Strategies/Activities).
- F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to
 - 1. Ensure that those students' difficulties are identified on a timely basis; and
 - 2. Provide sufficient information on which to base effective assistance to those students.
- G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.
- H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).
- I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

Authority Cited: S Title 34 of the Code of Federal Regulations (34 CFR), sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. EC sections 6400 et. seq.

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

For questions or technical assistance related to meeting Federal School Improvement Planning Requirements, please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Comprehensive Support and Improvement

The LEA shall partner with stakeholders (including principals and other school leaders, teachers, and parents) to locally develop and implement the CSI plan for the school to improve student outcomes, and specifically address the metrics that led to eligibility for CSI (Stakeholder Involvement).

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable);
2. Include evidence-based interventions (Strategies/Activities, Annual Review and Update, as applicable) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at <https://www2.ed.gov/policy/elsec/leg/essa/guidanceusesinvestment.pdf>);
3. Be based on a school-level needs assessment (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(A), 1003(i), 1111(c)(4)(B), and 1111(d)(1) of the ESSA.

Targeted Support and Improvement

In partnership with stakeholders (including principals and other school leaders, teachers, and parents) the school shall develop and implement a school-level TSI plan to improve student outcomes for each subgroup of students that was the subject of identification (Stakeholder Involvement).

The TSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
2. Include evidence-based interventions (Planned Strategies/Activities, Annual Review and Update, as applicable). (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" <https://www2.ed.gov/policy/elsec/leg/essa/guidanceusesinvestment.pdf>.)

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B) and 1111(d)(2) of the ESSA.

Additional Targeted Support and Improvement

A school identified for ATSI shall:

1. Identify resource inequities, which may include a review of LEA- and school-level budgeting, which will be addressed through implementation of its TSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities, and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B), and 1111(d)(2)(c) of the ESSA.

Single School Districts and Charter Schools Identified for School Improvement

Single school districts (SSDs) or charter schools that are identified for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (EC Section 64001[a] as amended by Assembly Bill [AB] 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the local control and accountability plan (LCAP) and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (EC Section 52062[a] as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: EC sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

Appendix C: Select State and Federal Programs

For a list of active programs, please see the following links:

Programs included on the Consolidated Application: <https://www.cde.ca.gov/fg/aa/co/>

ESSA Title I, Part A: School Improvement: <https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp>

Available Funding: <https://www.cde.ca.gov/fg/fo/af/>

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